

**Leander Independent School District**  
**Naumann Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Naumann Elementary is home to just under 500 students. As a Title I campus, Naumann's economically disadvantaged population makes up 22% of the total student population. Students with special needs comprise of 13% of the population, Gifted and Talented are at 25%, at risk are at 40%, and as the largest ethnic group, Hispanic students make up 24% of the population.

Naumann's student population has become more diverse over the last several years. Differentiated instruction and small group intervention have become priorities. We have emphasized the importance of our professional learning community to review student data and provide targeted planning and instruction for all students. With the help of our literacy partners, our teachers work very closely with our RtI coordinator to make sure no student "falls through the crack". Last year, Naumann also focused on challenge and rigor as well as student ownership of learning.

### Demographics Strengths

- Decreased gap by 2% between economically disadvantaged student and non economically disadvantaged students on end of year DRA.
- Decreased gap to 6% on math district assessment (test 2) from 12% the previous year.
- Decreased gap to 1% on system safeguard performance rates for writing between Hispanic and white students from 28% the previous year.
- Continued emphasis of professional learning communities to review data and plan for differentiation and intervention.
- Annual resource rally to provide intervention materials for families.
- Literacy Partners from local faith based organizations continue to provide reading support for struggling students.
- Title I interventionist and assistant provided small group instruction in math and reading.
- RtI systems are consistent and effective at providing intervention from academic and behavior concerns.
- Extra tutoring provided through specials team and after school computer intervention club.

### Demographics Needs

- Additional training needed for teachers who work with students who have special needs as we continue to promote inclusion of all students in the classroom.

- We need to continue to explore additional opportunities for intervention/tutoring during non-classroom hours.
- We will revisit the master schedule to improve pull-out / flex-time opportunities for students and support staff - maximizing their exposure to core instruction.
- Continued focus on small group instruction in all subjects and grade levels needed.
- Explore suggestions for peer mentors.

## Student Achievement

### Student Achievement Summary

Naumann has made great progress with reading scores and interventions. We continue to close the gap with many sub groups, however, after analysing the data, we have a desire to increase our percentage of students who score commended on required assessments. Our campus problem statement is geared toward this focus by increasing the level of rigor and challenge for all students. Through several trainings and conversations from David Molina, we feel we have the tools we need to be able to measure progress in this area.

We will continue to focus on learning target as well as student discourse and questioning in the classroom. Blending in the ideas of Leader in Me has also helped promote a growth mindset and a greater sense of student ownership in the classroom. We are also finding creative ways to provide teachers with more planning time to intentionally add good questions and collaborative learning activities in the classroom. Overall, our scores on the STAAR test and district benchmarks have consistently stayed around the district average. However, we will place more emphasis on our science modules and critical writing opportunities within every subject level.

### Student Achievement Strengths

- Worked closely with David Molina to build an understanding of how to improve Rigor in math through engagement and discourse. Conducted multiple walks to gather data and discuss strategies for improvement.
- Leader in Me incorporated into the school culture to help create student ownership of learning.
- SLB's discussed and taught with an emphasis on Learning Targets to promote student ownership of learning.
- Instructional Rounds on a monthly basis to observe and give feedback on specific look-fors related to rigor.
- Extra planning time given to teachers every 9 weeks to plan for instruction and new math curriculum.
- School-wide weekly assemblies to promote SLBs, rigor, L.I.M., and other important topics related to CIP.
- Student achievement data is consistently reviewed during PLCs and used to plan lessons and interventions.
- 3rd Grade Reading- STAAR met standard - Naumann 90%, District - 86%
- 4th Grade Math - STAAR met standard - Naumann 78%, District -76%
- 5th Grade Math - STAAR met standard - Naumann 88%, District - 86%
- 5th Grade Reading -STAAR met standard - Namann 92%, District - 91%
- TEA 2015 Accountability Summary - Naumann easily met all 4 index standards

### Student Achievement Needs

- 87% of all students made a minimum of one year's growth as compared to 90% the year before.
- Need to find more opportunities to promote CCR with college and career days, fair, and/or guest speakers from the community.
- Writing and science scores are below district average and continue to be lower than expected. Achievement gaps have been closing for sub populations with the exception of our Sped students this last year.
- Writing - STAAR met standard - Naumann - 71%, District - 77%
- Science - STAAR met standard - Naumann - 76%, District - 82%
- Science - STAAR advanced - Naumann - 4%, District - 17%
- Math - STAAR advanced - Naumann - 19%, District - 26%
- 5th Grade Reading - STAAR advanced - Naumann 33%, District - 41%
- TEA 2015 Accountability Summary - Naumann did not earn any distinction designations

## School Culture and Climate

### School Culture and Climate Summary

The overall school culture and climate of Naumann continues to be a relative strength year after year. Our campus leaders and staff continue to make relationship building and providing a safe learning atmosphere a priority. Our survey scores continue to be high overall for students, parents, and teachers. By incorporating a proactive and positive discipline philosophy, the percentage of students with office referrals has continued to drop drastically over the last few years. We also believe making Leader in Me a big part of the campus culture has also created a sense of school pride and ownership with all students, especially our economically disadvantaged population. We continue to be challenged to provide an inclusive environment for our students with special needs. Giving them more opportunities to be in the regular classroom requires considerable amounts of planning, meetings, and problem solving.

Our school-wide assemblies and student-led announcements have been a huge success for disseminating important information and creating buy in for campus initiatives. Naumann's PTA is very influential and organized. There are plenty of opportunities for parents to volunteer and be involved in their students education.

### School Culture and Climate Strengths

- Survey of Employee Engagement for Climate- Atmosphere - Naumann 456, District 416; Ethics- Naumann 441, District 409; Fairness- Naumann 427, District 389; Feedback- Naumann 420, District 375; Management- Naumann 437, District 397
- Survey of Employee Engagement overall areas of strength - Employee Development - 452, Employee Engagement- 448, Team- 448 (all 30 + points higher than district average).
- Survey of Employee Engagement - 100% of teachers agreed or strongly agreed to having a good understanding of our mission, vision, and strategic plan.
- Leader in Me being practiced daily through classroom instruction, Friday assemblies, visuals in the common areas, daily announcements, and other applicable opportunities.
- Weekly assemblies used to promote key ideas, guiding documents, ethical behaviors, etc.
- Student infraction rate per capita significantly reduced from .42 to .17.
- C-squared club and PALS provide students opportunities to show kindness, school ownership, and quality mentorship.
- Run Club and Garden Club provide extra curricular opportunities for students to be active and healthy.
- Campus leadership consistently uses improvement tools to discuss ways to improve specific areas of the school culture and climate.
- Destination Imagination groups continue to provide opportunities for students to be creative and show leadership skills.
- Lots of family/student oriented activities promoted by the PTA to build community including talent show, school carnival, t-shirt contest, ect.



## School Culture and Climate Needs

- The percentage of grades 3-5 students feeling safe on the campus and in the classroom down from previous years (94% to 87%)
- Survey of Employee Engagement overall areas of concern - Pay - 258, Benefits - 374, Job Satisfaction - 406 (which is still higher than district average by 31 points).
- Need to focus more on creating a classroom environment with more student discourse and inquiry based learning.
- Continue to tweak the master schedule to improve the amount of time students are instructed in their core class.
- We have a desire to start a Welcome to Naumann Club and/or have student greeters at the door in the mornings.
- We will continue to look for opportunities to start clubs to get students more connected and motivated to use their academic skills (such as math Pentathlon).

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The use of instructional rounds made a positive impact on our campus instruction. The ability to observe multiple classrooms and have productive discussions about how to tweak lessons plans became a turning point for increasing the level of understanding of rigor, engagement and discourse. After working closely with David Molina, our campus leaders were able to establish a clear direction on what was needed to address our campus problem statement. The SLBs continue to be a primary focus, even though our main emphasis this last year was on learning targets and rigorous learning.

We will continue to provide training and time for our professional learning communities and for extended planning. Using our PLC times has made common assessments more viable, however, some grade levels continue to be challenged making some assessment data consistent and accurate for the purpose of differentiated instruction and intervention. Overall, the evidence shows a greater sense of urgency to improve instruction through discourse and inquiry based learning.

### **Curriculum, Instruction, and Assessment Strengths**

- 87% of students were able to articulate the learning target and its importance as measured by learning walk data vs 75% the previous year.
- Student SLB Survey (grades 3-5) - 92% of students agree or strongly agree to "regularly assess if I am learning the daily learning target". District average is also 92%.
- Employee Engagement Survey - 89% of teachers agreed or strongly agreed to having an opportunity to participate in the goal setting process.
- Employee Engagement Survey - 91% of teachers agreed or strongly agreed to supervisor giving them specific feedback about my performance.
- Worked closely with David Molina to build an understanding of how to improve Rigor in math through engagement and discourse. Conducted multiple walks to gather data and discuss strategies for improvement.
- Leader in Me incorporated into the school culture to help create student ownership of learning.
- SLB's discussed and taught with an emphasis on Learning Targets to promote student ownership of learning.
- Instructional Rounds on a monthly basis to observe and give feedback on specific look-fors related to rigor.
- Extra planning time given to teachers every 9 weeks to plan for instruction and new math curriculum.
- School-wide weekly assemblies to promote SLBs, rigor, L.I.M., and other important topics related to CIP.
- Student achievement data is consistently reviewed during PLCs and used to plan lessons, instruction, and interventions.
- Daily school-wide announcements used to review academic skills with books, trivia, math questions, and student ownership of learning.
- "Big Rock" meetings on campus agreed areas of focus including reading, math, technology, and Leader in Me.

### **Curriculum, Instruction, and Assessment Needs**

- Student SLB Survey (grades 3-5) - 85% of students agree or strongly agree to "get the help I need when I'm struggling to learn in class". District average was 92%.
- Student SLB Survey (grades 3-5) - 86% of students agree or strongly agree to "interact with other students to help me learn more". District average was 89%.
- We need to decide on the best method to collect data from classrooms for deeper discussion. How will we synthesize what we know about learning walks, instructional rounds, and the tools from David Molina?
- Reviewing our use of new technology and apps to be used for curriculum, instruction, and assessment.
- Continue to focus on closing the gap between economically disadvantaged and non-economically disadvantaged students on DRA scores (year's growth).
- Also seem to be struggling with consistency of how we test students with DRA assessment tool.

## Family and Community Involvement

### Family and Community Involvement Summary

One of the most frequent comments when a parent or community members steps on our campus is about the welcoming atmosphere and genuinely loving staff. Overall, our students, staff, and parents continue to be highly satisfied with their overall experience at Naumann. We are constantly looking for ways to improve our home-school communications as well as finding opportunities for families to be involved in before, during, and after school activities.

Our administration has an open-door policy for all stakeholders and our front office staff is highly motivated to assist anyone who walks through the front door. We will continue to invite the community to be a part of our campus initiatives. Our campus clubs, PTA, mentoring, literacy partners, and Watchdogs provide ample opportunities for parents to get plugged into the learning at Naumann.

### Family and Community Involvement Strengths

- 2015 Parent Survey - Overall high for campus at mean of 3.6 - The campus encourages parent/community involvement. District average was 3.48.
- 2015 Parent Survey - 2nd highest score for campus at mean of 3.59 - The campus provides a safe and supportive learning environment for my child. District average was 3.52.
- School-wide assemblies to recognize student achievement and those exhibiting L.I.M habits, SLBs, or ethical principles.
- PTA family events - talent show, school carnival, fun-run, spelling bee, family art night, garden club, restaurant nights, etc.
- Student led conferences.
- Coffee chats with principal and other campus staff to discuss bright spots and answer parent questions.
- Watch Dogs - dads volunteer their time on campus to help in many ways.
- Play 360 night where families are invited to do fun, physical activities in our school MPR.
- Grade level parent information nights to discuss expectations and things parents could do to help with their child's progress at home.
- Resource Rally open to all families to obtain tips and resources for helping their children at home.
- Show-offs - Opportunity for parents to see their students perform or display their art projects.
- Various communication tools used frequently - Twitter, Remind 101, Knightly News, Insider email, Wednesday folders.
- Veteran's Day show is a collaboration of all the specials classrooms. Everyone in the community is invited.
- Multiple volunteers through Lit partners, PTA, parents, Watchdogs, PALS, and community members.
- Fuel Up to Play 60 activity for student health.

### Family and Community Involvement Needs

- 2015 Parent Survey - Overall campus low (mean of 3.26) - "The campus provides opportunities to enrich my knowledge as a parent to best assist my student with their academic and social-emotional needs. District average was 3.02.
- We need to continue to be intentional about provide parent training opportunities on common topics (DRA, Bridges, homework, communication,etc)
- Parent volunteers possibly needed for lunch/recess duty
- How can we get parents involved with a career day/fair?

# Technology

## Technology Summary

Naumann has made tremendous strides with using technology to accelerate learning on our campus. Our staff is committed to increasing their knowledge of the latest applications and web-based programs. There has been little push-back when asking teachers to try new technology in the classrooms. Several teachers have stepped up to teach the staff helpful tech tips and our technology leadership team continues to push our campus in the right direction.

We are excited about our new portable technology devices and we know it will take some time and planning to make the most of them for classroom instruction. Students are encouraged to bring their own technology on a regular basis to be used for research and presenting their finished projects. One of our most successful technology initiatives was to open up the computer lab after school for students to independently practice their language arts and math skills.

## Technology Strengths

- Educate Ignite training built teacher capacity related to using technology in the classroom.
- Tech nuggets at every faculty meeting to learn about helpful tech apps, games, tools.
- Student led announcements via the web.
- Teacher websites available for students and parents to receive homework, obtain resources, links to educational games.
- BYOT practices by all grade levels.
- GO Noodle used extensively as a brain break and recess alternative by majority of teachers.
- Technology leadership team created an application reference sheet to assist teachers with instruction.
- Computer club used for independent practice with Istation.

## Technology Needs

- Campus staff looking to find more ways to integrate Google programs.
- Inconsistent use of technology in some classrooms.
- Teachers need time to incorporate new technology template into their lesson plans.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- AEIS longitudinal data
- NCLB Report Card data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Other additional data




# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** 90% of students at each grade level will make a minimum of one year's growth in reading as measured by BOY/EOY DRA levels by May 2016. (2014-15 average was 87% and 90% was not met by 4 grade levels).






**Summative Evaluation:** We will use the DRA assessment tool

| Strategy Description  | TITLE I | Staff Responsible for Monitoring                   | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|---|---------|--|---|-------------------|-----|-----|
|   |         |  |   | Nov               | Jan | Mar |
| 1) Professional development on the consistency, best practices, and instructional use of DRA tool.  | 6       | Instructional coach, SRP teacher, administration.  | Products created, DRA assessments, teacher and student feedback loops, observations, student data |                   |     |     |
| 2) Parent academic nights on academic and requested topics.   | 1, 7, 8 | Administration, instructional coach, teachers, PTA | Products created, teacher, parent, and student feedback loops, observations, student data         |                   |     |     |
| Funding Sources: 211 - Title I - \$1016.00, 199 - General Funds   |         |  |   |                   |     |     |
| 3) Instructional staff in grades K-2 will utilize a half day each semester with the instructional coach to examine TPRI data and DRA data to make instructional adjustments |         | Instructional coach, Teachers                      | DRA assessments, teacher feedback loops, student data   |                   |     |     |
| Funding Sources: 199 - General Funds - \$600.00   |         |  |   |                   |     |     |
| 4) All K-5 teachers will incorporate guided reading groups daily to meet the reading needs of all students.   | 3       | Teachers, SRP Teacher                              | Observations, DRA results   |                   |     |     |
|    |         |  |   |                   |     |     |

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** Increase the percentage of students achieving advanced academic performance status on all portions of the 2016 STAAR by 2 or more percentage points. (2015 scores for advanced level - 3rd Reading - 33%, 3rd Math - 24%, 4th Reading - 24%, 4th Math - 16%, 4th Writing - 8%, 5th Reading - 33%, 5th Math - 19%, 5th Science-4%)

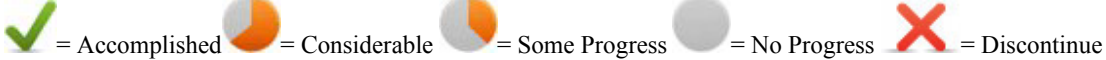
**Summative Evaluation:** STAAR advanced percentages

| Strategy Description   | TITLE I  | Staff Responsible for Monitoring               | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|--|--|--|--|-------------------|-----|-----|
|  |  |  |  | Nov               | Jan | Mar |
| 1) Continued professional development with David Molina's research on student discourse, rigor, and engagement through planning in PLCs, staff meetings, improvement team meetings, and learning walks.  |  | Administration, instructional coach            | Products created, teacher and student feedback loops, observations, student data |                   |     |     |
| 2) Student development of life-long non-cognitive skills through continued implementation of the 7 principles of Leader in Me.   | 3, 4, 5, 6, 8                                    | Administration, teachers, LIM improvement team | Products created, teacher and student feedback loops, observations, student data |                   |     |     |
| 3) Continue professional development on BYOD and use of technology as a tool for collaboration and higher levels of learning in the classroom.   |  | Administration, tech team leaders              | Products created, teacher and student feedback loops, observations, student data |                   |     |     |
| 4) Instructional staff in grades K-5 will utilize a full day each 9 weeks to continue to build understanding of TEKS, develop essential questions, and examine 2014-2015 math data to make instructional adjustments.  | 1, 4, 5  | Instructional coach, teachers                  | Products created, teacher feedback loops, student data                           |                   |     |     |
|  | Funding Sources: 199 - General Funds - \$2300.00 |  |  |                   |     |     |
| 5) Examine campus problem statement to improve or identify classroom "look-fors" regarding student discourse and rigor.  |  | All staff, administration                      | Campus look-fors, teacher feedback loops   |                   |     |     |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |  |  |  |                   |     |     |

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Decrease the gap between economically disadvantaged students and non economically disadvantaged students on end of year DRA for students reading below expected reading level by at least 5% by May 2016. (2014-15 gap was 14%)


**Summative Evaluation:** Data collected from DRA assessments

| Strategy Description  | TITLE I             | Staff Responsible for Monitoring              | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|---|---------------------|---|--|-------------------|-----|-----|
|   |                     |   |  | Nov               | Jan | Mar |
| 1) Resource Rally led by support staff to provide learning opportunities and interventions for all students and parents with student led technology training for parents. | 1, 2, 3, 4, 5, 7, 8 | Support staff, instructional coach            | products created, parent and student feedback loops                                    |                   |     |     |
| Funding Sources: 199 - General Funds - \$300.00   |                     |   |  |                   |     |     |
| 2) Student and teacher led conferences  |                     | teachers                                      | Products created, teacher, parent, and student feedback loops, student data            |                   |     |     |
| 3) Monitoring all students through the RtI process.   | 1, 2, 3, 4, 8       | RtI Coordinator, teachers, support staff      | RtI goals and data in AWARE, teacher, parent, and student feedback loops, student data |                   |     |     |
| 4) Identify students that are economically disadvantaged with instructional staff to determine any academic or emotional area of need.                                    |                     | Teachers, administration, instructional coach | student list and performance data  |                   |     |     |
|   |                     |   |  |                   |     |     |

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 2:** Students will increase satisfactory (passing) performance on 2016 STAAR Writing and Science by 3 or more percentage points for all students. (2015 STAAR scores for satisfactory level - Writing - 70%, Science - 76%)

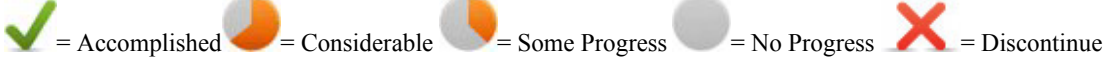
**Summative Evaluation:** STAAR met standard percentages

| Strategy Description  | TITLE I                | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|---|------------------------|---|--|-------------------|-----|-----|
|   |                        |   |  | Nov               | Jan | Mar |
| 1) Continue to provide PD opportunities about the "Fundamental 5", questioning, and effective PLCs.   |                        | Administration, Instructional Coach   | Products created, teacher and student feedback loops, observations, student data |                   |     |     |
| 2) Provide additional opportunities for intervention/tutoring using intervention assistant, learning lab, after school academic/TEKS practice in computer lab, and literacy partners.                                 | 1, 2, 3, 4, 5, 6, 7, 8 | Interventionist, instructional coach, administration, teachers, support staff | products created, teacher, parent, and student feedback loops, student data      |                   |     |     |
|   |                        |   |  |                   |     |     |
| 3) Vertical improvement teams focused on writing, science, math, and principles from Leader in Me.  |                        | administration, instructional coach, teacher leaders                          | Products created, teacher and student feedback loops, observations, student data |                   |     |     |
| 4) Instructional staff in grades K-5 will utilize a full day each 9 weeks to continue to build understanding of TEKS, develop essential questions, and examine 2014-2015 math data to make instructional adjustments. |                        | Instructional Coach, teachers   | Products created, teacher feedback loops, student data                           |                   |     |     |
|    |                        |   |  |                   |     |     |

### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** At least 80% of students will be able to articulate why their learning target is important and how they will reach their learning target as measured by data gathered during instructional rounds by May 2016.






**Summative Evaluation:** Data collected from instructional rounds

| Strategy Description  | TITLE I | Staff Responsible for Monitoring        | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|---|---------|---|--|-------------------|-----|-----|
|   |         |   |  | Nov               | Jan | Mar |
| 1) Focus on student ownership and connection to learning targets with professional development collaborative discussions during instructional rounds.                 |         | Administration, Instructional Coach     | Products created, teacher and student feedback loops, learning walks, student data |                   |     |     |
| Funding Sources: 199 - General Funds  |         |   |  |                   |     |     |
| 2) Use PLCs for planning instruction and interventions.   | 3, 4, 5 | Administration, Instructional Coach     | Products created, teacher and student feedback loops, observations, student data   |                   |     |     |
| 3) School-wide assemblies and student led announcements to teach and practice the 7 SLBs, habits from Leader in Me, as well as principles from our guiding documents. |         | Administration, performing arts teacher | Products created, teacher and student feedback loops, observations, student data   |                   |     |     |
| 4) Campus leadership team facilitating campus-wide growth and continuous improvement.   |         | Administration                          | Products created, teacher and student feedback loops, observations, student data   |                   |     |     |
|   |         |   |  |                   |     |     |

## Goal 4: Whole Student: Students are healthy, safe and engaged


**Performance Objective 1:** Increase % of students responding to "agree" or "strongly agree" on 2015-16 district student survey questions, "I feel safe in my classroom" and "I feel safe on my campus outside my classroom" by at least 3%. (2014-15 percentages averaged 87% for these survey questions)

**Summative Evaluation:** Student and Parent survey data

| Strategy Description  | TITLE I    | Staff Responsible for Monitoring                         | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|---|------------|--|--|-------------------|-----|-----|
|   |            |  |  | Nov               | Jan | Mar |
| 1) Student created mission statements and social contracts reviewed and used daily.   |            | Administration, teachers, students                       | Products created, teacher and student feedback loops, observations, student data           |                   |     |     |
| 2) Focus on whole child through C-squared, PALS, mentors, literacy partners, counselor lessons, and community presentations   | 1, 4, 7, 8 | Administration, counselor, instructional coach, teachers | Products created, teacher, parent, and student feedback loops, observations, student data  |                   |     |     |
| 3) Family events hosted by PTA.   | 7          | PTA, administration                                      | Products created, teacher, parent, and student feedback loops, observations                |                   |     |     |
| 4) Teacher websites, apps, and educational links home-school communication and learning.  |            | teachers   | Products created, teacher, parents, and student feedback loops, observations, student data |                   |     |     |
| 5) All students will participate in a grade level assembly to learn the definition of bullying and steps to report bullying.  |            | Counselor  | Campus calendar, presentation slides   |                   |     |     |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |            |  |  |                   |     |     |

**Goal 4:** Whole Student: Students are healthy, safe and engaged

**Performance Objective 2:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

| Strategy Description   | TITLE I                              | Staff Responsible for Monitoring         | Evidence that Demonstrates Success                                  | Formative Reviews |     |     |
|--|--------------------------------------|--|---|-------------------|-----|-----|
|  |                                      |  |   | Nov               | Jan | Mar |
| 1) Fitnessgram results will be administered and analyzed   |                                      | PE Teacher, Principal, Campus CATCH Team | Fitnessgram Test Results  |                   |     |     |
|  | Funding Sources: 199 - General Funds |  |   |                   |     |     |
| 2) Provide students with the required amount of moderate to vigorous physical activity in PE class   |                                      | PE Teacher and Principal                 | Campus Class Schedule, PE Lesson Plans                              |                   |     |     |
|  | Funding Sources: 199 - General Funds |  |   |                   |     |     |
| 3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council) |                                      | Campus CATCH Team                        | Evaluation of Campus CATCH Plan                                     |                   |     |     |
|  | Funding Sources: 199 - General Funds |  |   |                   |     |     |
| 4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.   |                                      | PE Teacher                               | Student performance, Fitnessgram data, Campus CATCH Plan evaluation |                   |     |     |
|  | Funding Sources: 199 - General Funds |  |   |                   |     |     |
| 5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan   |                                      | Principal                                | Campus Class Schedule   |                   |     |     |
|  | Funding Sources: 199 - General Funds |  |   |                   |     |     |
|   |                                      |  |   |                   |     |     |

# Title I

## Targeted Assistance Program Plan

Intervention specialist and assistant work with designated students during grade level flex time or other specified times in small groups for reading or math. The intervention specialist will work closely with classroom teachers, administration, RtI Coordinator, and support staff to ensure interventions and support are aligned and student progress is being made. Teacher will provide tutoring during lunch, or after school as needed. Parents will be provided with materials and supplies during the Naumann resource rally to help their children with math and reading at home. Teachers will continue to receive professional development on the principles of Leader in Me to further our campus knowledge of teaching students soft skills for college and career readiness.

## Eight Targeted Assistance Components

### 1: Use of Resources to Help Students Meet Standards

- Leveled books for Literacy Library
- Math Professional Development
- Literacy Professional Development
- Science Professional Development
- Writing Professional Development

### 2: Incorporate Title Planning into Existing School Planning

Teachers, IC, Administration will meet during weekly PLCs to disaggregate data, discuss goals and interventions for students in RtI, lesson plan, and write common assessments.

### 3: Use of Effective Methods and Instructional Strategies

Title I students receive targeted instruction with interventionist or the interventionist assistant in small groups with six or less students. Student progress is tracked and communicated to classroom teachers and parents. The Interventionist provides scaffolded lessons with guided practice and the use of proven instructional strategies. Title I students are also encouraged to attend computer club after school to practice math and literacy skills.

### 4: Coordinate with and Support Regular Educational Program

The Intervention Specialist works with the classroom teacher and support staff to meet the needs of Title I students. During professional learning communities and in RtI meetings, student progress is discussed, goals are set and data is analyzed. The Intervention Specialist works with students during flex reading and math, as well as after school in the computer lab.



## **5: Instruction by Highly Qualified Teachers**

As part of the hiring process, LISD HR Department verifies all teaching certificates with campus administrators. Campus administrators verify and record this information in the attestation letter each year.

## **6: Professional Development**

The Naumann Intervention Plan includes professional development in Math, Literacy, Writing, and Science. Teachers will receive a variety of professional development opportunities to address student needs. Our staff will continue to work collaboratively during faculty and team meetings to find the best strategies for student intervention and challenge.

## **7: Strategies to Increase Parental Involvement**

Classroom teachers are sending home weekly newsletters about what students are learning in the classroom. Naumann Insiders, Home-parent Connection newsletter, phone apps, and teacher websites are used to provide information to parents about upcoming events and pertinent information, after-school enrichment, and strategies parents can use at home to help students. Parent/teacher/student Conferences are scheduled and teachers provide conference times to parents for meetings. In addition, our Naumann PTA and Site-Based Committee are working with the staff and our community partners to increase involvement through campus events and exploration of outside avenues for communication with parents.

## **8: Coordination with Other Programs**

Students receive guidance lessons through Naumann Counselor and the LISD CAPP Counselor. After school enrichment programs include Destination Imagination, Spring Musical, Choir, Running Club, and Blue Bonnet Club. Our students participate in No Place for Hate, C2, Leader in Me, and the CATCH program. Reading and Mentoring are provided by PALS and our literacy partners.

## Title I Personnel

| <u>Name</u>         | <u>Position</u>         | <u>Program</u> | <u>FTE</u> |
|---------------------|-------------------------|----------------|------------|
| Christina Giulvezan | Intervention Specialist | Title I        | .5         |

# Addendums

**108 NAUMANN ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
**Principal: KEITH MORGAN**

| <b>Teaching Staff</b> |                          |                 |                   |               |
|-----------------------|--------------------------|-----------------|-------------------|---------------|
| Total                 | Average Years Experience | New to District | New to Profession | New to Campus |
| 40                    | 15.8                     | 2               | 2                 | 2             |

| Grade               | Total      | %     |
|---------------------|------------|-------|
| EE                  | 10         | 2.1%  |
| KG                  | 73         | 15.4% |
| 01                  | 73         | 15.4% |
| 02                  | 76         | 16.1% |
| 03                  | 84         | 17.8% |
| 04                  | 78         | 16.5% |
| 05                  | 79         | 16.7% |
| <b>Campus Total</b> | <b>473</b> |       |

| <b>Economically Disadvantaged</b> |     |       |
|-----------------------------------|-----|-------|
| N                                 | 370 | 78.2% |
| Y                                 | 103 | 21.8% |

| <b>Students with Disabilities</b> |     |       |
|-----------------------------------|-----|-------|
| N                                 | 411 | 86.9% |
| Y                                 | 62  | 13.1% |

| <b>At Risk Students</b> |     |       |
|-------------------------|-----|-------|
| N                       | 283 | 59.8% |
| Y                       | 190 | 40.2% |

| <b>Ethnicity</b>          |     |       |
|---------------------------|-----|-------|
| ASIAN                     | 18  | 3.8%  |
| BLACK                     | 8   | 1.7%  |
| HISPANIC/LATINO           | 111 | 23.5% |
| AMERICAN INDIAN           | 2   | 0.4%  |
| TWO OR MORE RACES (MULTI) | 26  | 5.5%  |
| WHITE                     | 308 | 65.1% |

| <b>Gender</b> |     |       |
|---------------|-----|-------|
| FEMALE        | 231 | 48.8% |
| MALE          | 242 | 51.2% |

| <b>Gifted and Talented</b> |     |       |
|----------------------------|-----|-------|
| N                          | 356 | 75.3% |
| Y                          | 117 | 24.7% |

| <b>English Language Learners</b> |     |       |
|----------------------------------|-----|-------|
| N                                | 459 | 97.0% |
| Y                                | 14  | 3.0%  |

| <b>Students in Bilingual Program</b> |     |        |
|--------------------------------------|-----|--------|
| N                                    | 473 | 100.0% |

| <b>Students in ESL program</b> |     |       |
|--------------------------------|-----|-------|
| N                              | 460 | 97.3% |
| Y                              | 13  | 2.7%  |

| NAU (108)                         |  | Reflection on 2014-2015 Campus Goals on a Page   |  |  |
|-----------------------------------|--|--|--|--|
| District Initiatives              | Classroom Processes  | Campus Goals   | Met Goal? Evidence   | Next Steps?  |
| Student Learning Behaviors        | Essential learning aligned to TEKS<br>Learner Engagement<br>Lesson design<br>Student ownership of learning | At least 80% of students will be able to articulate the learning target and its importance as measured by learning walk data by May 2015. (Continuing with same goal because we reached only 75% last year). | Yes, but limited data from learning walks due to refocus to instructional rounds. 87 % of students met goal from learning walks. 92.1% as measured by the district 2014-15 student survey.                                     | Learning targets will continue to be a campus focus next year. We are currently deciding what format we will record the data but will use "look-fors" during instructional rounds. |
|                                   | Eliminating the Achievement Gap  | Lesson design  | Decrease the gap between economically disadvantaged students and non economically disadvantaged students on end of year DRA for students reading below expected reading level by at least 5% by May 2015. (2013-14 gap is 16%) | No, but making progress. Decreased gap by 2% (2014-15 gap is 14%). K,2,4 had small gaps (3%,5%,2%) and 1,3,5 had large gaps (28%, 22%, 25%).                                       |
| Data analysis and goal setting    |  | Decrease the gap between economically disadvantaged students and non economically disadvantaged students on math district assessment (test 2) to 7% or less by May 2015. (2013-14 gap is 12%)                | Yes. Decreased gap to 6% on 2014-15 assessment.  | We will continue to find ways to decrease the gap through better implementation of Bridges curriculum and focus on rigor.  |
| Plan for intervention / challenge |  | Decrease the gap between Hispanic students and white students to 20% or less on 2015 system Safeguard performance rates for writing (2014- Hispanic - 50%, White-78%).                                       | Yes. Closed gap to 1% (White - 61%, Hispanic 60%).   | We are closing the gap with our sub populations, but our overall writing scores are down. Writing will be a area of focus on our campus this next year.                            |

| NAU (108)                           |                                   | Reflection on 2014-2015 Campus Goals on a Page   |   |  |
|-------------------------------------|-----------------------------------|--|---|--|
| District Initiatives                | Classroom Processes               | Campus Goals   | Met Goal? Evidence  | Next Steps?  |
| <b>College and Career Readiness</b> | Data analysis and goal setting    | 90% of students at each grade level will make a minimum of one year's growth in reading as measured by BOY/EOY DRA levels by May 2015. (2013-14 was not met by 3 grade levels).  | No. 87% met growth, which is down 3% from last year's data and up 4% from two years ago. Percentages from 14-15 data by grade level (88, 79, 90, 82, 98, 86).                                       | 90% of students making a year's growth continues to be a challenge for a couple of grade levels. We will review the data by teacher to determine how to provide help/P.D. as needed.   |
|                                     | Plan for intervention / challenge |  |   |  |
|                                     | High yield strategies             | Increase student use of technology as a tool for learning in all classrooms as measured by frequency on learning walks. (Establishing baseline during 2014-15 year by adding data collection box to learning walk form).   | Yes, but limited data from learning walks due to refocus to instructional rounds. 65% of classrooms were observed using technology during learning walks.   | We will continue to monitor and encourage the use of technology but will need to find another way to measure it's success in the classroom. For example, Go Noodle keeps track of the amount of time each teacher uses the program in class. |
| <b>Focus on Whole Student</b>       | Supportive learning environment   | Increase % of students responding to "agree" or "strongly agree" on 2014-15 district student survey questions, "I feel safe in my classroom" and "I feel safe on my campus outside my classroom" by at least 3%. (2013-14 survey percentages were 94% for both questions). | No. 2014-15 percentages averaged 87% for these survey questions. However, campus discipline data - infraction rater per capita has gone down significantly over the last two years from .42 to .17. | These percentages were not as high as expected. We will continue to explore ways to make our students feel more safe on campus. The survey only includes grades 3-5.   |
|                                     | Student ownership of learning     |  |   |  |
|                                     | Data analysis and goal setting    |  |   |  |